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ABSTRACT

This report documents the history of the Teacher Corps project initiated by the University of North Carolina at Wilmington with schools in Pender County (North Carolina). The project involved the cooperation of the university's school of education and three local schools, which were the recipients of teacher intern services and served as sites for graduate courses for teachers and staff development activities. Part I of this report presents the background of the project from its inception to policy planning and program implementation. The use of teacher interns in local school districts and staff development and community council activities are delineated. Part II contains a description of events occurring during the third year of the project, including problems created by the termination of the National Teacher Corps Program. Following a section dealing with project governance, roles and activities of the project's teacher interns are discussed, and their suggestions and observations are noted. Thirteen project goals are introduced along with a brief evaluation of their results. Four appendixes contain a sample of a pamphlet encouraging parent participation published by the project, a faculty needs assessment instrument, a model of the project staff development plan, and a community survey instrument used to determine parents' concerns about schooling. (FG)

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"THE UNC-W/PENDER COUNTY TEACHER CORPS PROJECT"

1979 - 1982: A DESCRIPTIVE REPORT

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"THE UNC-W/PENDER COUNTY TEACHER CORPS PROJECT"

1979 - 1982: A DESCRIPTIVE REPORT

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INTRODUCTION

The UNC-W/Pender County Teacher Corps Project played an important role in the School of Education at UNC-W and in the Pender County Schools from 1979 - 1982. Its policies and practices were determined by the National Teacher Corps program, which began in 1965 and ended in May of 1982. This report is an attempt to document the history of the UNC-W/Pender County Teacher Corps project, with particular emphasis on the third and final year. The project was originally intended to cover a five year period; the termination of the National Teacher Corps program meant that the project was shortened to three years.

Despite the untimely ending, much was accomplished in the community served by this project. Numerous changes in staffing and planning characterized the first two years of the project; however, the third year saw a stable, efficient operation.

This report will be divided into three parts: Part I, "Background: A Summary of the First Years" and Part II, "The Third and Final Year" and Part III, Appendix.

THE TEACHER CORPS MANDATE

Teacher Corps was established in 1965 by Congress to:

1. Strengthen the educational opportunities available to children in areas having concentrations of low income families;

2. Encourage colleges and universities to broaden their program of teacher preparation;

3. Encourage institutions of higher education and local educational agencies to improve programs of training and retraining for teachers, teacher aides, and other educational personnel.

PART I

BACKGROUND: A SUMMARY OF THE FIRST YEARS

TEACHER CORPS PROJECT HISTORY

Early Organization

The UNC-W/Pender County Teacher Corps project began in February, 1978, when Dr. James Applefield of the UNC-W School of Education made a presentation to the Southeastern Educational Consortium. The presentation outlined his plan to apply for a National Teacher Corps project grant to the School of Education at UNC-W. The two components of a Teacher Corps project are the I.H.E. (Institution of Higher Education), and the L.E.A. (Local Education Agency, most often a public school system). UNC-W would serve as the sponsoring I.H.E.; it was up to Dr. Applefield to find an an interested L.E.A. Rural, low-income, sparsely populated Pender County qualified for such a grant and its officials were extremely interested in the project. The Consortium endorsed the plan, and the grant application writing was begun.

UNC-W's application was accepted. However, no five-year projects were funded for 1980, so it became a "Project '79," meaning its first year changed quickly from a full planning year, as was customary, to an operational year. Fall of 1979 and spring of 1980 meant planning, hiring,

finding target schools and recruiting and hiring interns.

At UNC-W, James Applefield became the Project Director and Dr. Jerry Klein of the School of Education became Program Development Specialist. Titles, positions and functions in Teacher Corps projects are mandated by National policies. Dr. Roy Harkin, Dean of the School of Education, became a consultant to the project, as did Drs. Andrew Hayes, Norman Ellis and Warren Hodge. They formed a planning group immediately to formulate courses and to establish the direction of the project from the I.H.E. standpoint. At the L.E.A., Ms. Annette Sparks, who had had vast experience in administering federal programs, was recruited from the guidance department to become L.E.A. Coordinator. She formed a parallel team consisting of teachers and other school staff to begin plans for the L.E.A.'s involvement. The target schools were chosen; three schools who together serve forty percent of the Pender County school population. They were: Burgaw Elementary School, Burgaw Junior High School, and Pender High School. These target schools were to be the recipients of the teacher-interns' service, the sites for graduate courses for teachers, and the starting point for Teacher Corps-sponsored professional development activities.

Interns

Teacher-interns, certified teachers with no prior teaching experience, were recruited by July 1, 1980, to be trained for their positions in the schools. In addition to carrying out teaching responsibilities in their assigned target schools, Teacher Corps interns perform community volunteer work and take graduate courses designed to lead to the Master of Education degree by the end of their internship.

Although the nationwide pool of applicants was large, the short time frame available made it somewhat difficult to find qualified applicants from southeastern North Carolina. The university staff screened the applicants first and then they were sent to meet Mr. M.D. James, School Superintendent in Pender County.

Of the applicants who were ultimately hired as interns, some held secondary certificates and were not eligible to pursue the Master's studies in Elementary Education at UNC-W. In order to keep well-qualified people on the intern staff, special arrangements were made to confer an interdisciplinary Master's degree, if necessary, on those students who held secondary certificates. This is one example of the flexibility exhibited by the I.H.E. in cooperating with the Teacher Corps project.

Four interns were recruited in July, 1980. They were:

NAME	CERTIFICATE
Mike Strauss	Intermediate Education (4-9), P.E.
Kim Brown Poor	Home Economics - Secondary
Gwen Morrisey	Math - Secondary
Michael Davidson	Intermediate Education (4-9)

Ms. Betty Goslee, a third grade teacher at Burgaw Elementary School, was recruited to be team leader. Training the interns was her chief responsibility.

The four interns and the team leader spent the month of July preparing for the school year's assignments. They took the first graduate courses offered by UNC-W and sponsored by the Teacher Corps program: "The Nature and Needs of Exceptional Children" and "The School as a Social System."

Policy Board

It was at this time that a Policy Board was formed, with Mr. M.D. James, Pender County School Superintendent, and Dr. Roy Harkin, Dean of the School of Education, as members. The Community Council Chairperson, when elected, would also join the Policy Board. According to National Teacher Corps

mandates, all major decisions concerning local Teacher Corps projects must be approved by the Policy Board.

The Policy Board responded to a request for assistance for Burgaw Junior High School by assigning the four interns there for the fall 1980 school term. Mr. Richard Uzzell, the principal at Burgaw Junior High, and Ms. Betty Goslee made the arrangement with the cooperating teachers and the interns began working with classes at Burgaw Junior High School.

Plans for Staff Development

In the fall of 1980 the first of many changes that were to characterize the first two years of the UNC-W/Pender County Teacher Corps project took place. James Applefield resigned and Dr. Warren Hodge was appointed project director. Meanwhile, Dr. Jerry Klein continued as Program Development Specialist. He created a module and time line for staff development, based on surveys he had undertaken in the target schools. (See Appendix C) Drs. Roy Harkin and Andrew Hayes of the School of Education, prepared a needs assessment instrument to assess teacher's professional development needs. (See Appendix B) Thus, by early 1980, a clear-cut plan for the Teacher Corps staff development program was established.

This program had several components. Graduate courses continued throughout the 1980-81 academic year, attended by both in-service teachers and by the four interns. Workshops and sessions with speakers were held in each of the target schools, a notable one being Dr. Ivan Fitzwater's seminar on Time Management. And finally, to be of benefit not only to Pender County teachers and interns but to UNC-W undergraduates and the public, a new forum series was begun at UNC-W.

This two-year "Educational Forum" series was co-sponsored by the Department of Curricular Studies at UNC-W and the UNC-W/Pender County Teacher Corps project. It began in October, 1980. Approximately four times a year, UNC-W hosted a speaker of note who presented Pender County teachers, UNC-W faculty and students, and the general public with a lecture, discussion or short workshop on current educational issues. These presentations by nationally-recognized scholars were well-received by all of the participants.

The intimate question-and-answer session and reception for the speaker that followed each forum gave all of the participants the opportunity to meet with the speakers in a relaxed setting.

The following is a list of forums held during the 1980-81 academic year:

DATE	SPEAKER	TOPIC
October, 1980	Dr. Carl Grant Director of Teacher Corps Associates Program University of Wisconsin, Madison	Education that is Multicultural
January, 1981	Dr. Julie Cleare Southeastern Massachusetts University Dartmouth, Massachusetts	Piaget: A Closer Look
February, 1981	Dr. Vincent J. Glennon National Advisory Committee to the Ohio State University Computer Technology and Basic Skills in Mathematics Project	Neuropsychology and the Mathematical Education of Exceptional Children and Youth
March, 1981	Dr. Joseph Novak Cornell University Distinguished Visiting Professor, UNC-W (Spring, 1981)	Beginning Where the Learner Is: Implications of Ausubel's Cognitive Learning Theory for Education

Community Council

While the fledgling Teacher Corps project was developing at the I.H.E. and the L.E.A., one of its main components, the Community Council, was organizing in Pender County. National Teacher Corps policy required that a Community Council

be organized within ninety days after commencement of funding. Its composition was determined partly by national rules and partly by local policy. The Community Council represented the community served by Teacher Corps; it advised, allocated funds, and planned projects. It had to represent the racial composition of the community and included both parents of children in the target schools and non-parents.

The Community Council in Pender County was established with an election held at a Parent-Teacher Council meeting at Burgaw Elementary School in September of 1979. Ms. Sherry Chafin, a tireless daily volunteer at Burgaw Elementary School, was elected chairperson. Her capable stewardship led the Community Council until the end of the Teacher Corps in the spring of 1982.

The Community Council was extremely active during its first year of existence. Extensive planning was enthusiastically undertaken, based on a community-wide survey of parents. (See Appendix D) Community Council members worked hard to increase communication between parent and school.

Armed with new information concerning parents' interests, the Council initiated some projects for Teacher Corps to begin in the target schools. One project was the development of a "Parent Information Center" housed in the library at Burgaw Junior High School. Parents had expressed a particular interest in the COMP math program and in the

"Young America" reading series. At the Parent Information Center they could find helpful information on these and other programs. The Parent Information Center, set up by Ms. Betty Goslee and the interns, was introduced to parents with a special luncheon in September of 1980.

The Community Council was also instrumental in establishing a viable Parent-Teacher Organization at Burgaw Junior High School.

The net effect of the Community Council's laying the groundwork for Teacher Corps was much wider parent involvement in the target schools.

During their planning year the Community Council members also received training from the National Teacher Corps. Ms. Sherry Chafin attended training sessions in Atlanta and Philadelphia. With the new knowledge gained from these seminars, she wrote the Council's By-Laws.

When Dr. Warren Hodge became the new project director in the fall of 1980 and the interns began their teaching, the Community Council sponsored a dinner in their honor.

Throughout the 1980-81 school year, the Council members attended regularly-scheduled meetings and worked to activate their earlier plans. Council members aided the interns in establishing their respective community activities. Kim Poor and Gwen Morrisey helped with the Annual Fall Festival, a fund-raiser for the school. Kim also conducted

a nutrition workshop for parents. Mike Strauss became a volunteer wrestling coach at Burgaw Junior High School.

The Community Council sponsored several activities in the spring of 1981. In addition, it allotted funds to each target school for their community activities.

The interns began a Community Council sponsored "local history" project. They began taping interviews of well-known and interesting Pender residents. Their work was eventually compiled into a slide-tape presentation, "Portraits of Pender."

Late spring saw the Community Council reaching out to more parents and prospective parents of school children. Two orientation dinners were held; one for parents of children entering Burgaw Elementary School and one for parents of children entering Pender High School.

At the community's annual "Springfest," held in Burgaw, the Community Council sponsored a booth, "Portraits of Pender," using the interviews done by the interns.

The community responded with enormous enthusiasm to the Community Council's final spring 1981 endeavor, a summer "Junior Great Books" program for all children in Pender County.

The Council used their funds and resources to sponsor a program organized by the "Great Books Foundation," a non-profit educational foundation that provides reading material for children and training for adult discussion leaders.

Sixteen adults - parents, teachers and aides - volunteered to lead the program. Centers were located throughout the County, in easily accessible locations. Parents volunteered transportation. Sixty children, aged seven through twelve, participated. Most important, the children read and they enjoyed their reading.

Due to the huge success of this program, "Junior Great Books" will continue without Teacher Corps funding in the summer of 1982. The Pender County Board of Education will provide the funding.

Program Planning

Staff development planning got underway in early 1981, with finalization of plans. The professional development component became one of the strong points of the UNC-W/ Pender County project.

The program began with a university faculty member assigned as a program development specialist in each of the three target schools. These specialists worked with a staff development committee consisting of the Policy Board, the Project Director, the L.E.A. Coordinator, the principals, and one teacher from each school. With the aid of this committee, each target school created a staff development plan

tailored to the individual needs of its personnel (e.g., workshops on the COMP math program and on composition skills). Each target school currently has a teacher who serves as its staff development coordinator, even after the end of the Teacher Corps project.

Another component of the staff development program is the collection of materials housed in each school: self-instruction modules for individual study, audio-visual aids and other resources. Each target school has its own appropriate materials, chosen by the teachers and the staff development coordinators. The plan went into action at the start of the 1981-82 school year, integrating district level programs with university-sponsored educational forums.

More information on the staff development program will follow in the second section of this report.

PART II

THE THIRD AND FINAL YEAR

GENERAL DESCRIPTIVE INFORMATION

The UNC-W/Pender County Teacher Corps project began its third year with several changes. Dr. Calvin Doss, Assistant to the Dean of the School of Education at UNC-W, was named project director. Two new interns were recruited; two had left the project the previous spring to take permanent teaching posts outside of the region. An assistant to the project director was hired in August. The changes went smoothly as the project launched its third and final year.

Due to the termination of the Teacher Corps program in May of 1982, the UNC-W/Pender County project, which would have continued for two more years, was unable to complete all of its long-term goals. Program evaluation by an external evaluator was not initiated, due to the upcoming termination of the program, so it will not be addressed in this report. However, some evaluation material based on self-report and anecdotal information will be included. The main thrust for the third year was staff development and many of the established goals in that area were reached.

PROJECT GOVERNANCE

Policy Board

The Policy Board met regularly once a month or whenever a meeting was needed. Members were: Dr. Roy Harkin, Dean of the School of Education, UNC-W; Mr. M.D. James, Pender County Superintendent of Schools; and Mrs. Sherry Chafin, Community Council chairperson.

Among business conducted was approval to hire two new interns in July and to move them from Burgaw Elementary School to Pender High School during the second half of the school year. Later in the year, the Policy Board approved further rescheduling that permitted the interns to complete their internship by working on a project at the university.

At Policy Board meetings, the L.E.A. representatives frequently expressed their satisfaction with programs that had been initiated by the rest of Teacher Corps staff or by the Community Council.

Community Council

The Community Council spent the 1981-82 school year actively involved with the target schools, parents and

community. Highlighting their activities were several programs for parents.

They sponsored events that included speakers on topics of special interest to parents, and they helped the junior high school establish a parent library. This past year's Community Council work met the following project goals:

- To provide training for parents in ways to assist their children with school work;
- To provide them with information on their children's social and emotional development;
- To develop more rapport between teachers/parents/school/community.

At the beginning of the school year, Dr. Dudley Flood, Assistant State Superintendent for Student Services, spoke to parents at Burgaw Elementary School on "Listening to Your Children." Approximately 150 people attended, an excellent turn-out.

Ms. Annette Sparks, L.E.A. Coordinator, prepared a written "Pointers for Parents" series, strongly endorsed by the Community Council.

This project was an outgrowth of one of the findings of the Community Survey that the Council conducted in 1980 - i.e., that the parents prefer written material as a means of school-parent communication. The "Pointers for Parents"

pamphlets (See sample, Appendix A) cover topics such as discipline, helping with homework, etc., in a concise, readable format. One goes home each marking period with the child's report card.

In early May, the Community Council sponsored another speaker for parents, at the final P.T.C. meeting and covered dish dinner at Burgaw Elementary School. Mr. R.J. Claybrook, the principal, also made the event a special "volunteer recognition night," insuring a large attendance by parents. The speaker, Mr. Tom Mitchell, Title I Director for Nash County, spoke on "How Parents Can Help Their Children Learn."

The Community Council also bought books to establish parent libraries at two schools. These innovative collections were introduced at Burgaw Elementary and at Burgaw Junior High. Titled "The Parent Information Centers," these sections of the schools' libraries are unique in the region.

The I.H.E. cooperated in building the parent library at Burgaw Junior High. Dr. Noel Jones, of the School of Education, UNC-W, prepared an extensive bibliography of books, periodicals, newsletters and pamphlets. The materials range from how to help with math to testing to home-school relationships, but are all geared to the parents of pre-adolescents. The librarians and the parents have expressed their appreciation to the Community Council for the new collections.

In the day-to-day business of the Community Council, Mrs. Sherry Chafin, the chairperson, was most conscientious. For example, to foster greater participation at meetings by some Community Council members, she drafted a letter to boost their morale and encourage more active involvement. Her own new position as tutor in the Title I reading program at Burgaw Elementary helped her keep in touch with parents, teachers and pupils.

A most important contribution made by the Community Council during the short duration of the Teacher Corps project was its serving as a valuable liaison between the parents and the schools. Perhaps because it was a visible entity, it has fostered much more parent involvement in school concerns than was previously evident in Pender County.

Parents often telephoned Mrs. Chafin, Ms. Sparks, or other Community Council members when they wished to communicate about their children's schooling. It is hoped that even with the dissolution of the Community Council as such, there will still be a strong school-community liaison body for parents to contact. Perhaps the P.T.C.'s will serve this function after Teacher Corps helped put more parents in the habit of frequent home-school communication.

I.H.E.

The project director, Dr. Calvin Doss of UNC-W, coordinated all of the project's activities, administered the I.H.E. - Teacher Corps budget, and worked with other university personnel who served as consultants to the project. In August of 1981 he was given permission from the National Teacher Corps Office to hire an assistant to help with coordination of project activities and to serve as a documentor and publicist for project events at the I.H.E. level. Ms. Markey Bee, whose background includes teaching and the preparation of educational materials, worked from August through December of 1981, and Ms. Gayla Sanders took over the position in January, 1982. Ms. Sanders' experience includes writing, public relations and teaching. She was serving part-time as a lecturer in art education when hired by the Teacher Corps. The I.H.E. administrative staff met regularly with the L.E.A. coordinator, Ms. Annette Sparks, and with the interns.

L.E.A.

Ms. Annette Sparks served both as L.E.A. coordinator and Team Leader for the Teacher Corps project in the Pender County School system. Mr. W.C. Blackmore, Assistant

Superintendent for Personnel and Federal programs, administered the budget. One teacher in each target school served as a member of the Teacher Corps team to coordinate the Teacher Corps activities in their respective schools. They were: Ms. Julie Young, Burgaw Elementary; Ms. Susan Porter, Burgaw Junior High School; and Mr. Tom Townsend, Pender High School.

Ms. Sparks took the responsibility for the overall supervision of the interns. It was her task to monitor their progress and to give feedback at appropriate intervals. On a day-to-day basis, while the interns served in the target schools, they were supervised by their principals and given work assignments by their cooperating teachers.

The I.H.E. staff had some involvement with the interns also; a series of weekly staff meetings were organized. The interns, project director and assistant, and the L.E.A. coordinator met at the university every Friday afternoon to discuss the week's events and to plan for future activities. These meetings facilitated cooperation between the I.H.E. and the L.E.A. in terms of the interns' program. The project director also took responsibility for advising the interns in planning their graduate coursework.

PROJECT MANAGEMENT

General

In addition to the project administrative staff described in the Project Governance section, several UNC-W faculty members served from time to time as consultants to the project and as course instructors and workshop leaders. There were also three regular consultants to the Teacher Corps project who served all year. Consultants from the I.H.E. for each target school were: Dr. Grace Burton for Burgaw Elementary, Dr. Noel Jones for Burgaw Junior High and Dr. Norman Ellis for Pender High.

The I.H.E. also provided the project with the necessary facilities for Teacher Corps programs and events: classroom and auditorium space, clerical assistance, printing and transportation.

Interns

The interns who served in the target schools and in the local community were a key part of Teacher Corps staff. The 1981-82 school term began with three interns: Mike Strauss continued from the previous year; Teresa Rogers and

Cathy Shipton were recruited to begin in July of 1981. In January of 1982 Ms. Rogers was offered and accepted a full-time teaching position at Burgaw Junior High School, leaving Mike Strauss and Cathy Shipton to carry on as interns through the end of May, 1982.

All three interns took advantage of the graduate courses offered at UNC-W during the school year. In addition, they participated, along with the Pender County teachers, in several inservice staff development activities, workshops, forums, etc. (These will be described in another section.)

At the beginning of the 1981-82 school year, the interns were placed at Burgaw Elementary School and at Pender High School. Cathy Shipton worked at Burgaw Elementary School with fourth and fifth graders. She was given three classes of approximately thirteen students each, to give extra help in the COMP math program and the "Young America" reading series. Teresa Rogers did the same with fifth and sixth graders at Burgaw Elementary School. Mike Strauss was placed at Pender High School. He worked in an advanced placement American History class for high school juniors and seniors.

Each intern's experience was a personal one, and they each kept a weekly or monthly log of their activities. When appropriate, excerpts from their logs and later

follow-up reports will be used to describe their activities.

Teresa Rogers joined the project on July 1, 1981. Her certification is Intermediate Education (Grades 4-9). Teresa's logs consistently reflected her intense personal concern for each of her students. For example, when a student returned to her class after a brief move to another area: "...I was certainly glad to see her. There is so much that she needs to learn and experience that it is definitely a challenge to teach her. I really look forward to helping her and watching her progression throughout the remainder of the school year." Her comments reflected the need for a project such as Teacher Corps in schools where a large number of students are having difficulty with skills. Teresa taught the children math and reading in small groups of nine or ten students, freeing their regular classroom teacher from a large class for a time, and making it possible for more students to receive individualized instruction.

In another week's report, Teresa expressed her shock and dismay that some sixth grade students came to ask her about how long they must legally remain in school. She worked very hard with teachers, pupils and parents to remedy some of the problems she encountered. Teresa's dedication led to an unexpected offer of a full-time position teaching Social Studies at Burgaw Junior High School. Although her internship was not completed, she was given permission to

resign due to the scarcity of teaching opportunities in today's market. She spent an enjoyable, successful spring semester as a full-time teacher and has had her contract renewed.

Teresa took the graduate courses offered in Pender County through Teacher Corps and also enrolled in courses held at the university. She continued her course work in the spring, and is nearing completion of her master's degree requirements.

Cathy Shipton, also at Burgaw Elementary School in the fall of 1981, is another example of a dedicated teacher. She returned to school (her first B.A. degree was in Human Relations) to major in elementary education at UNC-W. Her certificate is in K-3 with a concentration in Social Studies. Her weekly logs give detailed descriptions of her school, community and educational activities. She worked several hours "beyond the call of duty" to turn her trailer into a cheerful classroom for her students and to prepare attractive materials for them.

Cathy worked with a total of forty-one fourth and fifth graders (between twelve and fifteen in a class), in reading and math. Students in each group were at the same level, most of them working one year below grade level. The students came from several different homerooms, so Cathy spent considerable time conferring with their homeroom

teachers. She was basically autonomous, however, in preparing lessons, tests, giving grades and all other classroom duties. This arrangement was advantageous both to the students and to the intern, as the groups were much smaller than the standard class size and the children were functioning at the same level.

Parent-Teacher conference day brought a fair turnout in Cathy's classes; she spent from thirty minutes to one hour with each parent. She also arranged a parent volunteer committee for her fourth grade class.

Cathy attended graduate classes and a large number of inservice workshops offered by Teacher Corps. By the end of her internship she was able to add Intermediate certification (with concentrations in Social Studies and Language Arts) to her certificate.

Both Teresa and Cathy worked hard at extracurricular activities and community activities during their placement at Burgaw Elementary. Along with Sherry Chafin, Community Council President, they helped make "Fall Festival" a huge success; it raised $4,000. for the school.

In the spring of 1982, Cathy, along with the third intern, Mike Strauss, was transferred to work at Pender High School with tenth grade EMH (Educable Mentally Handicapped) students. She found this to be a big change; a completely different age group and type of learner. However, with Tom

Townsend, Chairman of Special Education at the high school, as helper and role model, she found the experience to be quite meaningful.

Cathy's role at Pender High School was very different from the one she had at Burgaw. At the high school she served as an additional instructor within another teacher's classroom, rather than having her own class. This was due to the extremely individualized instruction necessary in EMH classes. Cathy's duties included working with Ms. Cheryl Hayes, EMH teacher, in her classroom, assisting individual students with assignments. The students' abilities varied widely; Cathy found herself in one case teaching a student to tell time, in another, administering diagnostic math tests and monitoring competency tests.

In addition to this rigorous classroom routine, Cathy also worked one period each day with Mr. Tom Townsend. Her duties were varied and she reported learning much about special education in general and about the Pender High students in particular. She reviewed types of tests and saw films on discipline and motivation techniques. She helped review the cumulative folders containing essential information on each special education student, checking on forms and adding new materials and notices. Cathy reported that this experience, "Fostered my awareness of the necessity of keeping up with all of the paperwork involved in keeping

track of the students," and that keeping accurate records of the children's progress is vital to any teacher, special education or not.

Cathy described her time at Pender High School as "a great experience for me," and she is currently considering adding a special education specialization to her certificate.

Mike Strauss continued his internship into the 1981-82 school year. He worked at Pender High School both semesters, but in two very different settings.

He spent the fall semester working with Advanced Placement (AP) History students and the spring semester working with Cathy Shipton and Tom Townsend in the EMH program.

Mike found his experience with the AP History class to be thoroughly positive. Pender High has eleventh and twelfth grade AP classes in Math, English, and Science, as well as in History. The History class covers the colonial period through the present. He had a class of fifteen AP students (all college-bound) and he found them to be bright and highly motivated. Their teacher, Mr. Tommy Johnson, gave Mike much freedom in working with his classes. Mike also worked from time to time in Mr. Johnson's Government class.

In the AP History program, Mike took responsibility

for planning several classes and for giving assignments and constructing tests. He also assigned the class a term paper. This experience gave Mike the opportunity to develop a teaching style appropriate to the type of students with whom he worked.

His philosophy was, "To make the students more responsible for their own learning." He lectured little and instead instructed the students in research techniques in order to structure their own lessons. Mike reports that at first the students resisted, but after doing well on exams and papers, they decided that they liked his methods. Mike, in turn, was pleased with the students' success and with the enthusiastic support of his supervising teacher.

In fact, Mr. Johnson told Mike that he planned to restructure his advanced classes for more independent work on the part of the students. He credits Mike for initiating the change and for making it successful.

In the spring Mike began work with EMH students. His days were structured similarly to those of Cathy Shipton; assisting individual students within their classrooms. In addition he worked in a "Skills Lab" established for EMH students who had previously failed the basic competency tests on math and verbal skills. Most of these students were twelfth graders. Mike was pleased that two of the three students he had in the Skills Lab passed the tests when they

repeated them in the spring.

Within the EMH program, Mike endeavored to personalize instruction whenever possible. Whether it was supplying extra calculators or playing checkers, he attempted to provide the students with the tools and the attention necessary to achieve success, even if "success" meant simply winning a game. Mike reports discovering the importance of creating success-producing situations for students who often fail.

In addition to their classroom duties, the interns had two other major areas of responsibilities - graduate courses at the university and community involvement in Pender County. Time was set aside two afternoons each week for their community work and courses were scheduled after teaching hours.

The courses were offered both at the UNC-W campus and on-site in Pender County. During the fall semester, Cathy and Mike took "Creative Approaches to the Teaching of Mathematics" (Education 595), and during the spring they both took "Teaching Reading in the Content Areas" (Education 536).

Ideas for community activities were suggested by the Community Council, the L.E.A. coordinator, the teachers, and the interns themselves. After several suggestions, the interns decided to work on an oral history of Pender County.

They developed a long questionnaire on old customs, events, educational practices, etc., and, armed with tapes and recorders, set out to interview older-generation Pender County residents. They spent several of the afternoons set aside for community work arranging for interviews and making appointments. Names of prospective interviewees came from various sources, such as students and faculty at Pender High, and from Annette Sparks, L.E.A. Coordinator, and Sherry Chafin, Community Council Chairperson. Mike gave the task of interviewing to several AP History students, who were often able to interview members of their own families. It was a tedious process as they scheduled and rescheduled interviews, and spent many hours questioning senior residents. Their hard work resulted in more than twenty taped interviews.

It was hoped, originally, that the interviews would be transcribed and assembled in written form, to be distributed to such places as schools, the library, the county's historical society and civic groups. However, as time to end the Teacher Corps project drew near, it was realized by all concerned that the oral history project would take more time to complete than there was time available. The interns were assigned to UNC-W, rather than to Pender High, for their last month of service, in order to complete the oral history project. They were able to complete a few

transcripts, which are now in readable, typewritten form, and to leave several taped interviews. These tapes will still be a valuable oral record of Pender County history, and will be housed in the county for future reference.

Mike Strauss worked in the UNC-W/Pender County Teacher Corps Program as an intern from start to finish, and Cathy Shipton, while starting a year later, saw it through until the end of the project also. In addition to adding to their own training and experience, they were able to leave some insightful comments, ideas and suggestions behind.

The interns, as a final task, were able to share their perceptions with the region's educators at the Staff Development Meeting of the Southeastern Regional Office of the State Department of Public Instruction in May of 1982. Working with Ms. Sparks, they decided on a pro/con format. Cathy described the advantages, both to the individual and the school system, of a pre-service, post-certification program such as the Teacher Corps Internship, and Mike described the drawbacks. Their well-prepared presentation elicited many questions and comments from the audience.

Some of their thoughts are summarized here:

P R O S

- Students receive more individual attention working in a small group with an intern as opposed to the regular classroom setting, which, in turn, means:
- More instruction time for all students who remain with the regular classroom teacher.
- For the intern, as an experience: The inexperienced teacher can slowly get accustomed to teaching through working in small groups or with individuals; there is more time to take a personal interest in the students.
- Interns may further their education at no cost.
- Some free time to take courses and to study for exams is built into the interns' schedule, whereas full-time classroom teacher must fit graduate work around teaching.

C O N S

- The supervising teachers who were chosen were not necessarily always the best role models for beginners; more care and thought must go into matching interns with cooperating teachers.
- Interns were sometimes used to simply do extra work and give the classroom teacher more planning time; planning of intern's responsibilities should be more constructive.
- Interning sometimes merely a repetition of student teaching; the experience should go go beyond that.
- Internship is financially unrewarding.

The interns also had some suggestions for improvement in the school settings, as they observed it. Some of their observations, from first-hand experience, make good "food for thought." For example, they suggested that there be:

With elementary students:

- Less emphasis on "making it to the next level" (in COMP math and reading) and more emphasis on complete understanding and mastery of the skills and concepts;

- More reinforcement and expansion activities in math;

- More parent involvement: Teachers and administrators must tap many sources for ways to involve more parents in the daily workings of the school and in after-school activities;

- Individual standards and criteria for instruction and evaluation of students who are officially classified as "exceptional";

- More time for teachers to gather in small groups to discuss common concerns and to share ideas;

- More time for interaction among students at various grade levels, both for instruction and for extracurricular activities.

With High School EMH Students:

- More emphasis on each student's individual needs.

- Attempt to make school more relevant to students' needs by using the students' individual interests as a springboard for instruction.

- Use of real materials, not simulations, in life skills instruction - e.g., catalogs, checkbooks, etc.

In summary, the interns saw the 1981-82 school year as a profitable experience, both for the schools they served and for themselves as individuals. Although there were problems involved in developing and administering such a program, all concerned would agree that their brief sojourn in the schools in Pender County was of value.

PRE-SERVICE AND IN-SERVICE EDUCATION/STAFF DEVELOPMENT

Pre-Service

The chief pre-service component of the Teacher Corps program at UNC-W/Pender County was the internship program, which has already been described in detail.

In addition, two I.H.E. programs perceived mainly as in-service staff development activities were also beneficial as pre-service educational activities for the interns. These were the UNC-W graduate courses offered through Teacher Corps and the continuation of the series of Educational Forums co-sponsored by Teacher Corps and the Department of Curricular Studies. As the forums were open to the general public and held on the UNC-W campus, undergraduate education students also participated in them.

The following Educational Forums were held during the 1981-82 academic year:

DATE	SPEAKER	TOPIC
September, 1981	Dr. Richard Skemp University of Warwick Coventry, England	A New Model of Intelligence; Mathematics as an Activity of our Intelligence
December, 1981	Linda Weiss, Principal Frank Porter Graham Elementary School Chapel Hill, N.C.	Programs for Gifted Students: "The Force or the Farce"
March, 1982	Dr. Ralph Tyler Director Emeritus of the Center for Advanced Study in the Behavioral Sciences	Perspectives in Education: America's Past Experience with Competency Testing, Back to Basics and Quality Assurance

Teacher Corps' funding of these forums for a second year once again enabled Pender County teachers and other school personnel to attend them free of charge. A large number of teachers and administrators from Pender County took advantage of this unique opportunity.

In-Service/Staff Development

The University of North Carolina at Wilmington continued providing many services to the Pender County Staff Development program. In addition, they had the benefit of prior experience and informal evaluation of earlier programs, enabling consultants to zero in more closely on the specific needs of Pender County staff. The graduate curriculum was modified to address more specifically the needs of teachers in the target schools. Additional consulting services were provided as needed; for example, several faculty members cooperated in the design of a needs assessment instrument (See Appendix B). The consultants assigned to each target school met frequently with school personnel to determine topics of interest for workshops and forums. They prepared bibliographies and provided the schools with materials when requested.

The following courses were taught, on-site, during the 1981-82 school year. Attendance averaged twelve students

per class. The interns - Mike, Cathy, and Teresa - took one or two courses each semester.

COURSE	CREDIT	TITLE
Edn. 543	3	Social Studies in the Elementary Schools
Edn. 544	3	Science in the Elementary Schools
Edn. 595	3	Creative Approaches to Teaching Mathematics
Edn. 536	3	Teaching of Reading in the Content Areas
Edn. 522	3	Educational Media

Teacher workshops, many for certificate renewal credit, played a large part in the staff development program during the third year of Teacher Corps in Pender County. Once again, consultants from the university in each target school, their own staff development coordinators and the L.E.A. coordinator met to prepare a series of events that would best meet the teachers' needs.

UNC-W faculty, community people, and school staff shared their expertise as they conducted on-site workshops in each of the three target schools.

Burgaw Elementary School:

Storytelling*
Understanding the COMP Math Program
Home-School Relations
Inter-Personal Communication
Mainstreaming Special Needs Students

* Teacher Corps and the Burgaw Elementary School staff arranged for the noted storyteller, Jackie Torrance, to conduct this workshop.

Burgaw Elementary School (Continued)

Emotionally Handicapped Children
Teaching Composition Skills
Inexpensive Art Projects for Classroom Teachers

Burgaw Junior High School:

Computer Awareness
The Teaching of Science
Developing a Social Studies Curriculum
The Teaching of Composition
Child Abuse
Facilitative Teaching
Substance Abuse Workshop

Pender High School:

Substance Abuse
Facilitative Teaching
Using Computers
Speech/Speech Disorders
Adolescent Suicide
A General Model of Human Behavior

In addition to the certificate renewal credit workshops listed above, the Pender High School Staff Development Committee organized some unique professional development activities for its teachers. Among these were the showing of four different video-tapes and films, covering the following topics: Teacher Effectiveness Training, Transactional Analysis,

Motivation, and the Use of Instructional T.V. A very well-received program was held on a teacher workday in November. "Teacher Day at Pender High," was organized by Annette Sparks of Teacher Corps; Tom Townsend, Staff Development Coordinator for Pender High; Linda Williams from the Pender High School Media Center; and Rowe Sawyer, the principal. The following is a summary of the program:

Breakfast

Inspirational Address: "Go Ahead and Teach...You Don't Bother Me None" - Dr. Dudley Flood, Assistant State Superintendent of Education for Student Services

Cultural Arts: Dramatic Interpretation of Anne Hutchinson and demonstration of services offered by the Arts Council of the Lower Cape Fear

Educational Media: ITV Utilization

Computer Literacy

Address on Individual Differences: "Different Does Not Mean Deficient" - Dr. Dudley Flood

Another November activity that teachers and interns attended was held at UNC-W. Dr. Walter Childs of the UNC-Greensboro and Triad Teacher Corps conducted a workshop on "Education that is Multicultural." He distributed many valuable materials for classroom and teacher use.

In the spring of 1982, Teacher Corps funds also underwrote a unique all-day educational forum to celebrate National Women's History Week. "Women Rediscovered," the first annual women's history celebration at UNC-W, was held

in early March, 1982. The newly-formed Women's Faculty Network, of which Teacher Corps' Administrative Assistant, Gayla Sanders, is a member, organized the forum. Teacher Corps co-sponsored it as a multicultural educational event, open to the public. Several UNC-W students and Pender County teachers attended.

The 1981-82 school year saw strong staff development programs running smoothly in all of the target schools. The participants' evaluations of them indicated that the material covered met their needs.

The six-week Teacher Corps extension (May 31 - July 15, 1982) provided an opportunity for more staff development activity; hence a two-week "mini-session" was organized. "Teacher School at Rocky Point - June, 1982" was developed speedily with cooperation from all parties concerned at the I.H.E. and L.E.A., as soon as UNC-W received the approval for an extension beyond May 31.

Rocky Point Elementary School, while not a target school, was chosen for its central location; an easy commute for Pender County teachers who live in either New Hanover or Pender County.

Dr. Marcee Meyers taught the graduate course, "The Nature and Needs of Exceptional Children" (Education 550) for three credits. Thirteen teachers attended. In addition, four workshops, worth one Continuing Education Unit (C.E.U.)

apiece, were offered: "Facilitative Teaching," "Art for the Elementary Classroom," "Educational Media," and "Types and Functions of Learning." UNC-W faculty members came to Rocky Point each morning for two weeks to conduct the workshops. Attendance averaged five or six teachers in each workshop. All concerned agreed that the venture was worthwhile and that the timing was right. A few teachers mentioned that they hoped such a "mini-school" would become an early summer tradition.

"Basic Outcomes" will be discussed in the next section of this report. However, before leaving the staff development topic, it is important to mention that, in the absence of a formal evaluation of the project, both the Project Director and L.E.A. Coordinator have concluded that the staff development program has been the strongest component of the UNC-W/Pender County Teacher Corps project. Since it was also the largest component in the original proposal, its strength and its promise for the future is a most desirable outcome. It was truly locally planned, it was developed thoughtfully, and was conducted smoothly. Plans for institutionalization and dissemination of this program will be explained in the next section, "Basic Outcomes."

BASIC OUTCOMES

Because the National Teacher Corps program was to end May 31, 1982, the UNC-W/Pender County Teacher Corps program was halted at the end of the third, rather than the fifth year, as originally intended. Thus there was no formal evaluation instrument developed, nor any formal empirical evaluation undertaken. How, then, can "basic outcomes" be determined? Only anecdotal evidence is available. However, some of this evidence is useful; it is based on the feedback from teachers and other school staff regarding the Teacher Corps program. Another determinant of "basic outcomes" is the Pender County school system's future plans. Some school programs originally initiated by Teacher Corps have been adopted by the schools and will continue in the absence of Teacher Corps. The existence of such programs indicate that Teacher Corps had a definite influence on the direction the school system is taking.

"Basic Outcomes" will be addressed goal by goal, using the goals established in the original grant application.

Goal: To coordinate the project activities and to provide the facilities necessary for administering the project.

The procedures to implement the above goal were firmly established and continued to operate smoothly throughout the third year. The new Project Director and his assistant worked closely and cooperatively with the L.E.A. Coordinator. All three met weekly with the interns and regularly attended Community Council meetings. Consultants from the I.H.E. met regularly with target school staffs. Space and support services from the I.H.E. were made available to the L.E.A. whenever needed. Publicity for events was covered at both ends. The term "smooth cooperation" best characterizes the relationship between the two components of the program for the third year. All projects and programs, whether initiated by the I.H.E. or the L.E.A., were efficiently implemented.

Goal: To document positive teacher change associated with in-service programs.

No formal documentation was done. However, an informal analysis of the written evaluations and self-report from the teachers who participated in the courses and

workshops indicates that they are expecting some favorable changes in their classrooms as they put their new ideas into practice.

Goal: Implementation and evaluation of alternate ways of delivery of in-service education that is personalized for teachers.

Some of the teachers who were informally interviewed and questioned regarding the in-service programs offered during the first operation year expressed dissatisfaction; they were sometimes unable to relate their new knowledge to their classroom needs. A real effort to personalize in-service education was undertaken the next year, having the teachers meet to determine their priorities and to develop their own plans for their professional development. This was much more successful. For example, the Burgaw Elementary School Workshop series, planned by the teachers, the principal, and Dr. Grace Burton, I.H.E. consultant, specifically addressed the concerns and interests of the teachers at that school.

Goal: To develop a curriculum model to address specific in-service needs and permit graduate courses.

During the third year, the instructors from the I.H.E. tailored the graduate courses specifically for Pender County teachers. For example, the course, "Creative Approaches to Teaching Mathematics" contained not just general information on the subject but described creative ways to teach COMP math, the actual mathematics program in use in the Pender County schools.

Goal: To disseminate the in-service model and delivery system throughout the region served by the university and by other schools and universities.

Dissemination played a large part in the third year of the UNC-W/Pender County Teacher Corps project. It was widespread, throughout the region and throughout the state. Dr. Calvin Doss, Project Director, addressed several meetings, large and small. He distributed all of the available literature. Since the UNC-W/Pender County Teacher Corps project was one of only two in the state of North Carolina, and the only project in the southeastern region,

there was much curiosity and interest statewide on the part of teacher educators and educational administrators.

In the spring the L.E.A. coordinator and the project director's assistant wrote a summary of the staff development program, entitled "A Prototype of a Locally-Planned Staff Development Model," which described in detail the development of the Teacher Corps project's staff development program in Pender County. Ms. Sparks and Ms. Sanders took their publication and distributed it to the Staff Development Meeting of the Southeastern Regional Office of the State Department of Public Instruction in the spring. They also distributed it at the National Teacher Corps Conference in Hollywood, Florida.

The new staff development publication will have widespread distribution to other associations in the region. Dissemination activities that include distribution of all Teacher Corps publications, addresses to groups, and other types of information sharing, have been directed toward the following: the Southeastern Educational Consortium, the Central School Office in Pender County, and the Southeastern Regional Office of the State Department of Public Instruction. Staff development is a timely topic in North Carolina, as it will be a principal component in the new "Quality Assurance Program" that will affect teacher training, both in-service and pre-service, in the near future.

Dissemination activity will continue on the part of the I.H.E. and the L.E.A., whenever appropriate, after the end of the Teacher Corps program.

Goal: To develop teacher skills in adapting instruction to the individual needs of the students.

The Teacher Corps internship program addressed this goal. By dividing the classes into small groups, some pupils working with the interns and some remaining in the classroom, the individual needs of the students could more easily be met.

Some of the workshops offered during the third year also addressed this goal, particularly the ones on cognitive mapping and on facilitative teaching. The staff development library in each target school contains many useful materials on this subject.

Goal: To increase the project school staff's understanding and knowledge of the homes and the community culture.

The Community Council assisted each school in conducting several home-school events. Of particular

interest was a wintertime "Multicultural Dinner" held at Moore's Creek. Dinners for parents with a keynote speaker on education were also popular during the 1981-82 school year.

Most exemplary was the interns' 1981-82 community project on the oral history of Pender County. Securing and taping the interviews for that project put the interns in touch with several community people.

Goal: To develop more rapport between teachers/ parents/school/community.

and

Goal: To provide training and information for parents in ways to assist their children with school work.

The events described in the preceding section relate to these goals also. Two other important developments in this area occurred during the 1981-82 school year.

Ms. Sparks, L.E.A. Coordinator, wrote a "Pointers for Parents" series of pamphlets on topics ranging from effective discipline to assisting with reading. The pamphlets were enclosed with the students' report cards

during each marking period.

Dr. Noel Jones of the UNC-W School of Education, at the request of parents and teachers, prepared an extensive bibliography of materials for parents for the "Parent Library" at Burgaw Junior High School.

Goal: To develop a comprehensive individualized system for staff development.

The staff development program is described in detail in the section of Pre-Service and In-Service. The fact that the Pender County Board of Education plans to continue it in the future, without Teacher Corps funding, it testimony to its effectiveness.

Goal: To provide field-based and community training programs for teacher-interns leading to the Master's degree in Elementary Education.

Mike Strauss, the only intern who was with the program from start to finish, has completed his coursework for his master's degree. Cathy Shipton used the graduate courses to extend her certification to cover grades 4-9

as well as grades K-3. Several in-service Pender County teachers completed credits toward their degrees. Others will have completed them in the summer and fall of 1982.

The Teacher Corps project delivered graduate courses on-site and free of charge to both the interns and the teachers, enabling many people to further their education under much more favorable-than-normal circumstances.

Goal: To assure that effective program changes are adopted by the particular institutions.

This goal translates to "institutionalization" - the final topic of this report. Even though the "Institutionalization" year (the fifth) was denied this particular Teacher Corps project, institutionalization of some programs began at the beginning of the program and is now firmly entrenched at the end of the third year. The P.T.C.'s at Burgaw Elementary and Burgaw Junior High Schools, their establishment encouraged by Teacher Corps, are currently active, healthy and growing. The parent libraries and staff development libraries are in place in the target schools. The faculty at the University of North Carolina at Wilmington who have been involved with the Teacher Corps program have pledged their continued support for the Pender

County school system and will provide consulting services when needed, as much as possible.

The staff development "package" that the Teacher Corps project developed in Pender County is a superb example of a Teacher Corps program becoming institutionalized. Plans are currently underway at the Pender County Board of Education to continue it.

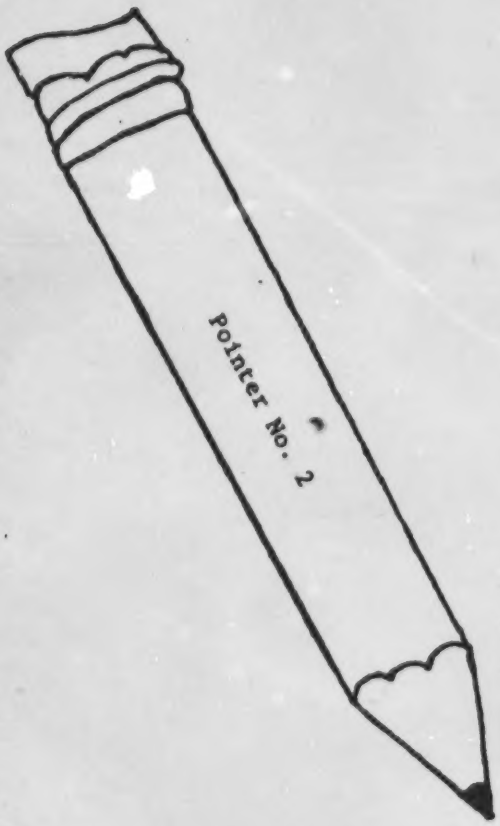
Pender County plans to expand the program to other schools in the district and to central office personnel. The staff development committee will extend its representation to all schools in the county. It will receive proposals from and allocate funds to various schools to meet their individual staff development needs. Thus the establishment of a strong professional development program in the whole of Pender County is a definite possibility for the immediate future.

Despite its term having been shortened by two years, the UNC-W/Pender County Teacher Corps project has affected the Pender County Schools in many ways. The staff development program is one aspect of the legacy it leaves behind.

PART III

APPENDIX

HELPING WITH MATHEMATICS



POINTERS FOR PARENTS

CONCEPTUALLY ORIENTED MATHEMATICS PROGRAM

(COMP)

A few years ago, many teachers had difficulty teaching mathematics effectively using a state adopted grade level textbook. Given 30 fourth grade students and 30 fourth grade math books, a teacher could not always match every child to each book. We know that all children do not learn at the same rate or in the same way. Pender County educators began to look for more effective ways to deal with this problem. After careful study, the Conceptually Oriented Mathematics Program was chosen because it offered a way to let each child learn at his/her own pace. This program is in full operation in Pender County at the present time, and it is being continually evaluated and improved to help teachers provide an individualized program for each child. COMP math needs the help and support of parents to reach its potential for successful learning for each child.

Here are some ways you can help enrich your child's learning.

1

. Math can be one of the most interesting and exciting subjects in school. You can make math interesting and exciting for your child by getting involved in his/her learning.

. Some parents do not want to get involved with math because they think they don't understand the "new math". Math is still the same math we use every day; only the words have changed. You can learn these new terms!

. One way to learn the new terms used in math classes today is to use the Concept Sheets that are an important part of COMP. These concept sheets are for parents and are available to you through your child's teacher.

. When you get the Concept Sheet for the appropriate level for your child, study the explanations and examples. Then ask your child's teacher to help you with any part you don't understand. Additional help is available at the Parent Information Center at Burgaw Junior High School. (Phone-259-9758)

2

5. When helping your child learn something new, begin with something he/she already knows and gradually move to the unknown. Use real (concrete) objects to demonstrate. After the child understands the concrete, go on to the thinking processes (abstract). For example, when learning to subtract 6-4=2, use sticks, buttons, fingers, etc. to show six objects then remove 4 objects and count the remaining ones to find the answer. Then demonstrate using numbers to provide practice thinking 6-4=2. Later the child will learn or memorize the fact and no longer need to "count it up".

6. Use a variety of ways to learn math; don't always work with pencil and paper. Use games, objects, flash cards, examples from your own everyday experiences. Help your child learn to use clocks, measuring cups, rulers, scales, calendars. All the practical uses of math increases your child's understanding and enjoyment of learning. Your child's teacher can make suggestions for appropriate materials for his/her level.

3

7. Your interest and involvement will give you many opportunities to praise your child and improve his/her self-concept. Your interest in his/her learning is a very real way of showing your love for him/her.

8. Math books are available and if you need or want a math book to help your child at home, don't hesitate to ask your child's teacher for a book.

9. If you have time, volunteer to be a tutor in your child's school. You will be trained to help children in school and you will learn many ways to be an effective tutor and a more effective parent.

10 Use every opportunity to become an informed parent. The more you learn, the more you can help your child learn.

4

SOME COMMONLY USED MATHEMATIC SYMBOLS

$>$ "greater than"
$<$ "less than"
$\geq$ "greater than or equal to"
$\leq$ "less than or equal to"
% "percent
$=$ "equal to"
$\neq$ "not equal to"
$\cong$ "congruent to"
$\perp$ "is perpendicular to"
// "is parallel to"

PLEASE KEEP THIS PAMPHLET FOR YOUR INFORMATION

Pender County Schools
Community Council, Teacher Corps Project
P. O. Box 1239
Burgaw, NC 28425
919-259-9758

APPENDIX B: NEEDS ASSESSMENT INSTRUMENT

PENDER COUNTY PUBLIC SCHOOL SYSTEM

FACULTY SURVEY

PERSONAL DATA

A. What academic degree(s) do you hold? Circle the number of all that apply and write the date of the degree, your major, and the institution from which you received the degree.

	Degree	Date	Major	Institute
1.	Less than bachelor's	____	_____	_____
2.	Bachelor's	____	_____	_____
3.	Master's	____	_____	_____
4.	"6th year" or "Adv. Cert."	____	_____	_____
5.	Doctorate	____	_____	_____

___ B. How many <u>semester</u> hours of credit have you earned beyond your highest degree?

___ C. How many years of teaching experience have you counting the current year?

___ D. How many years have you taught in this school counting the current year?

___ E. What is your current age in years as of your most recent birthday?

___ F. What is your present teaching assignment? Describe the grade level(s) and area(s) as briefly as possible. (e.g., 3rd grade self contained, 9-12 grade social studies, K-6 PE, etc.)

_____

G. Where do you live at the present time? (check one)

___ 1. Pender County
___ 2. Counties adjacent to Pender County
___ 3. Beyond the adjacent Counties

APPENDIX B, Continued

COMMUNICATION

The following questionnaire is designed to determine the extent to which the faculty members of a school exchange certain types of information among themselves and with administrators. There are 52 statements to which you are asked to respond by circling the appropriate number following the statement.

The numbers following each statement have the following meanings:

1. Never
2. Seldom
3. Occasionally
4. Frequently

There may appear to be a high degree of redundance among the items of this questionnaire. However, it is essential to accurate measurement that all these items be present and that you respond to each one independently. Therefore, please consider each item as independent from all others although it may appear to be a repetition of one to which you have already responded.

I. Communication with Teachers

Indicate the extent to which you engage in the following types of exchange with other teachers in your school.

1.	I make suggestions to other teachers about ways to improve instructional methods.	1	2	3	4
2.	Other teachers ask me about trends in instruction.	1	2	3	4
3.	Other teachers ask my opinion about use of time and facilities for instruction.	1	2	3	4
4.	From my discussions with other teachers, I gain subject matter knowledge that is helpful to me in teaching.	1	2	3	4
5.	I ask other teachers for suggestions for improving my instructional methods.	1	2	3	4
6.	Other teachers suggest to me ways of accomplishing the objectives of my courses.	1	2	3	4
7.	Other teachers ask me for advice when they are selecting materials for instruction.	1	2	3	4
8.	I make suggestions to other teachers about ways for improving their overall effectiveness.	1	2	3	4
9.	I discuss with other teachers the weaknesses and strengths of the instructional practices in our school.	1	2	3	4
10.	Other teachers ask me for specific information because of my subject matter knowledge.	1	2	3	4
11.	I engage in discussions with other teachers because of our mutual interest in and knowledge of a particular subject area.	1	2	3	4

APPENDIX B, Continued

1. Never
2. Seldom
3. Occasionally
4. Frequently

12.	I ask other teachers for suggestion for improving my overall teaching effectiveness.	1	2	3	4
13.	I discuss with other teachers the most effective ways to use the financial resources which we have available.	1	2	3	4
14.	Ideas provided by other teachers are helpful to me when I am deciding what supplementary instructional materials to order.	1	2	3	4
15.	Other teachers ask me for suggestions for improving their instructional methods.	1	2	3	4
16.	When I am considering ways of organizing instructional time, I seek suggestions from other teachers.	1	2	3	4
17.	I offer information about subject matter to other teachers.	1	2	3	4
18.	I offer suggestions to teachers about how we can best use the money which is available to us for instructional materials.	1	2	3	4
19.	I discuss with other teachers how best to use time and facilities which are available for instruction.	1	2	3	4
20.	When I run across new ideas about teaching, I share them with other teachers.	1	2	3	4
21.	I seek information from other teachers about recent trends in instruction in my teaching area.	1	2	3	4
22.	I learn about new methods of instruction from other teachers.	1	2	3	4
23.	Other teachers seek suggestions from me for improving their overall teaching competence.	1	2	3	4
24.	I ask other teachers questions about subject matter.	1	2	3	4
25.	Other teachers offer suggestions to me about uses of financial resources for instruction.	1	2	3	4
26.	I offer to other teachers my opinions about the use of time and facilities for instruction.	1	2	3	4

11. Communication with Administrators

Indicate the extent to which you engage in the following types of exchange with administrators of your school building.

27.	I inform administrators of the need for improvement of instructional practice in my area.	1	2	3	4
28.	Administrators ask me about ways to utilize the time, facilities, and personnel which are available for instruction.	1	2	3	4

APPENDIX B, Continued

1. Never
2. Seldom
3. Occasionally
4. Frequently

29.	I provide administrators with information, based upon my subject matter knowledge, to enable them to understand better the objectives of instruction in my area.	1	2	3	4
30.	I offer to administrators my opinion of another teacher's competence.	1	2	3	4
31.	I discuss with administrators the weaknesses and needs for improvement in current instructional practice.	1	2	3	4
32.	Administrators inform me of their opinion of my competence.	1	2	3	4
33.	Administrators ask me for information about ways to help new teachers develop instructional competence in my area.	1	2	3	4
34.	Administrators ask me to provide them with information about recent developments in instructional practice in my area.	1	2	3	4
35.	Administrators ask me for my opinion of another teacher's competence.	1	2	3	4
36.	Administrators ask me questions about the content of the courses that I teach in order that they may better understand the objectives and problems of instruction in my area.	1	2	3	4
37.	I discuss with administrators ways to utilize best the personnel, time, and facilities available for instruction in my area.	1	2	3	4
38.	Administrators inform me of the amount of money at my disposal for instructional use.	1	2	3	4
39.	I discuss recent development in instructional methods with administrators.	1	2	3	4
40.	Administrators provide me with information about the most effective use of time, facilities, and personnel available for instruction in my area.	1	2	3	4
41.	Administrators direct information to me about recent developments in instruction in my area.	1	2	3	4
42.	Administrators ask me for suggestions for the improvement of instruction in my area.	1	2	3	4
43.	I discuss the content of my teaching area with administrators.	1	2	3	4
44.	Administrators ask me for suggestions about the most effective use of financial resources in my area.	1	2	3	4
45.	I discuss the qualities of good teaching with administrators.	1	2	3	4

APPENDIX B, Continued

1. Never
2. Seldom
3. Occasionally
4. Frequently

46.	I tell administrators about effective ways of utilizing the time, facilities, and personnel available for instruction in my area.	1 2 3 4
47.	I ask administrators about ways for utilizing effectively the financial resources available to me for instruction.	1 2 3 4
48.	I tell administrators about the amount of financial support which is needed for an effective instructional program in my area.	1 2 3 4
49.	I ask administrators for information about recent trends in instruction in my area.	1 2 3 4
50.	I tell administrators about recent developments in instructional practice in my area.	1 2 3 4
51.	I ask administrators for suggestions about ways to utilize the time and facilities available to me for instruction.	1 2 3 4
52.	I discuss with administrators ways to get maximum use of financial resources which are available for instruction in my area.	1 2 3 4

DECISION-MAKING

I. Instructions

Listed in Column A below and on the next page are series of categories in which individuals and groups may exercise decision making. The individuals and groups who might influence these decisions within the School are listed at the heads of Columns B, C, and D.

You are asked to indicate the amount of influence that each individual or group exerts in each decision category in the following manner:

> Assume that the total amount of control exerted within the school in each category is represented by 9 and apportion that number among the three spaces on each row. The total of numbers assigned to each row will equal 9.

The term "Teacher Group" may refer to any formally recognized group of teachers that make school decisions such as departments, grade groups, teams, or committees. The number that you assign to the group should reflect the amount of influence over decisions of that group acting as a group.

Example:

A Category of Decision	B Individual Teacher	C Teacher Group	D School Admin.
1. Assignment of teachers to extra-curricular activities	1	2	6

Note: Total of numbers in example row equals 9

A Category of Decision	B Individual Teacher	C Teacher Group	D School Admin.
1. Determination of what is to be taught in courses of instruction	___	___	___
2. Selection of instructional materials	___	___	___
3. Determination of teaching methods	___	___	___
4. Grouping of pupils for instruction	___	___	___
5. Definition of criteria for evaluating instructional programs	___	___	___

APPENDIX B, Continued

A Category of Decision	B Individual Teacher	C Teacher Group	D School Admin.
6. Definition of procedures for evaluating instructional programs	___	___	___
7. Definition of criteria for evaluating pupil performance	___	___	___
8. Definition of procedures for evaluating pupil performance	___	___	___
9. Definition of goals for instructional program	___	___	___
10. Determination of specific teaching areas to individual teachers	___	___	___
11. Determination of staffing needs (e.g., the number and type of teachers needed.)	___	___	___
12. Determination of criteria for selection of new staff members	___	___	___
13. Selection of new staff members	___	___	___
14. Determination of criteria for evaluating staff members	___	___	___
15. Determination of method for evaluating	___	___	___
16. Evaluation of staff members	___	___	___
17. Distribution within school of money available to instructional resources	___	___	___
18. Determination of the amount of time (i.e., the optimum number and length of instructional sessions) required for a particular content area.	___	___	___
19. Development of school's daily time schedule for instruction	___	___	___
20. Determination of space needs for instructional programs	___	___	___
21. Assignment of work stations to individual teachers	___	___	___
22. Decisions regarding modification, equipping, and furnishing instructional facilities	___	___	___

APPENDIX B, Continued

INSTRUCTIONAL PRACTICES AND RESOURCES

Listed below are some statements describing instructional practices and resources for instruction. Indicate the extent to which each of these statements is true of your teaching situation by circling the number after each statement that best represents your judgment. The numbers after each statement have the following meanings:

1. Not true of my classrom,
2. True of my classroom to a slight extent,
3. True of my classroom to a moderate extent,
4. True of my classroom to a substantial extent,
5. True of my classroom to a great extent.

1.	Books, periodicals, and other non-textbook printed matter are available readily to the classroom--					
	a. --in a variety of reading levels.	1	2	3	4	5
	b. --for a variety of types and levels of interests.	1	2	3	4	5
	c. --in a variety of content areas.	1	2	3	4	5
	d. --for a variety of achievement levels	1	2	3	4	5
2.	Audiovisual materials (films, tapes, records, etc.) are available readily to the classroom--	1	2	3	4	5
	a. --in a variety of vocabulary and language levels.	1	2	3	4	5
	b. --for a variety of types and levels of interests.	1	2	3	4	5
	c. --for a variety of achievement levels.	1	2	3	4	5
	d. --in a variety of content areas.	1	2	3	4	5
3.	Programmed learning materials, LAP's, or other similar materials for self teaching are available readily to the classroom--					
	a. --in a variety of reading levels.	1	2	3	4	5
	b. --for a variety of types and levels of interest.	1	2	3	4	5
	c. --for a variety of achievement levels.	1	2	3	4	5
	d. --in a variety of content areas	1	2	3	4	5
4.	Multiple textbooks are available readily to the classroom--					
	a. --in a variety of reading levels.	1	2	3	4	5

APPENDIX B, Continued

1. --not true
2. --to a slight extent
3. --to a moderate extent
4. --to a substantial extent
5. --to a great extent

b.	--for a variety of types and levels of interest.	1	2	3	4	5
c.	--for a variety of achievement levels.	1	2	3	4	5
d.	--in a variety of content areas.	1	2	3	4	5
5.	A variety of tests and other data-gathering materials are <u>available</u> <u>readily</u> to the classroom for measuring--					
a.	--reading or language-arts capability of students.	1	2	3	4	5
b.	--types and levels of student interest.	1	2	3	4	5
c.	--student achievement.	1	2	3	4	5
d.	--learning in a variety of content areas.	1	2	3	4	5
6.	A variety of manipulative materials for student use are <u>available</u> <u>readily</u> to the classroom--					
a.	--for a variety of types and levels of interest.	1	2	3	4	5
b.	--for a variety of levels of achievement.	1	2	3	4	5
c.	--for a variety of content areas.	1	2	3	4	5
7.	The teacher uses information from instructional evaluation as the basis for securing materials and supplies.	1	2	3	4	5
8.	Formal arrangements (such as grouping, individual or small-group projects, or using individual learning packages) are made by the teacher for students whenever individual student needs are identified.	1	2	3	4	5
9.	The teacher uses diagnostic information to make decisions to redirect the work of individual students.	1	2	3	4	5
10.	The teacher <u>routinely</u> uses planned observation, structured questioning, tests, or other formal data-collection methods to gather infromation about--					
a.	--the reading and language needs of students.	1	2	3	4	5
b.	--the intellectual functioning of children (e.g., level, stage)	1	2	3	4	5
c.	--the academic achievement of students.	1	2	3	4	5
d.	--the types and levels of interests of the students.	1	2	3	4	5

5. --to a great extent

11. The teacher routinely uses infromation obtained by diagnostic assessments of student characteristics to select instruction that best fits the--

a.	--types and levels of interests of the students.	1	2	3	4	5
b.	--reading and language abilities of the students.	1	2	3	4	5
c.	--intellectual functioning of the students.	1	2	3	4	5
d.	--achievement levels of the students.	1	2	3	4	5
e.	--student-preferred objectives.	1	2	3	4	5
f.	--needs of individual students.	1	2	3	4	5
g.	--needs of small groups of students.	1	2	3	4	5
h.	--needs of the entire class.	1	2	3	4	5

12.	Movable furniture and equipment permits flexibility in classroom arrangement.	1	2	3	4	5
13.	School scheduling practices permit instruction with large groups, small groups, and in individual conferences.	1	2	3	4	5
14.	Children are grouped for instruction according to specific needs.	1	2	3	4	5
15.	Materials are readily accessible to students.	1	2	3	4	5
16.	Several different instructional activities take place simultaneously within the classroom.	1	2	3	4	5
17.	Children may choose to use areas of the building or school grounds other than the classroom during the school day.	1	2	3	4	5
18.	Classroom contains learning centers with materials provided that are appropriate for several different levels of learning.	1	2	3	4	5

STAFF DEVELOPMENT NEEDS

Listed below are 30 skills or skill areas of teachers in which development or renewal of capabilities may be needed. Please respond to each item to indicate the extent to which you think you have a need for development or renewal. To indicate your needs and their importance, you are asked to respond to the items in the three ways listed below.

1. Respond to each item using the scale provided to indicate the extent to which you think you have a current need for development or renewal of skills. The numbers beside the items have the following meanings:

   1. Little if any need,
   2. Slight need,
   3. Moderate need,
   4. Great need.

2. Consider the entire set of items and select 10 that you consider most important for development or renewal. Indicate the 10 by checking in the space labeled "Top 10".

3. Consider the 10 items that you checked as most important and select the five (5) that you consider most important. Rank those five from 1 to 5 using 1 to indicate most important, 2 next most important, etc. to 5 being the lowest importance of the five. Indicate the rank by writing the numbers 1 through 5 in the appropriate spaces in the column labeled "Rank".

	Skill or Skill Area	Extent of Need	Top 10	Rank
1.	Analyzing student-learning problems.	1 2 3 4	_____	_____
2.	Motivating students to learn	1 2 3 4	_____	_____
3.	Modeling values and attitudes.	1 2 3 4	_____	_____
4.	Analyzing content to determine what is to be taught	1 2 3 4	_____	_____
5.	Analyzing learning tasks.	1 2 3 4	_____	_____
6.	Understanding of the duties, rights, and responsibilities of teachers.	1 2 3 4	_____	_____
7.	Assessing levels and types of pupil achievement in reading and other content areas.	1 2 3 4	_____	_____
8.	Designing and planning instructional sequences.	1 2 3 4	_____	_____
9.	Using materials and other resources as tools.	1 2 3 4	_____	_____

APPENDIX B, Continued

1. Little if any need
2. Slight need
3. Moderate need
4. Great need

	Skill or Skill Area	Extent of Need	Top 10	Rank
10.	Managing pupil behavior	1 2 3 4	_____	_____
11.	Designing or producing instructional materials.	1 2 3 4	_____	_____
12.	Organizing the classroom for instruction.	1 2 3 4	_____	_____
13.	Identifying needs of individual children.	1 2 3 4	_____	_____
14.	Classroon-level evaluation including test development, testing, data interpretation, and reporting	1 2 3 4	_____	_____
15.	Understanding of student's cultural characteristics.	1 2 3 4	_____	_____
16.	Organizing students for instruction.	1 2 3 4	_____	_____
17.	Coordination and utilization of personnel resources, including aides, resource teachers, special-project personnel, and instructional supervisors.	1 2 3 4	_____	_____
18.	Understanding of a variety of instructional alternatives for any intended learning.	1 2 3 4	_____	_____
19.	Efficient Utilization of time.	1 2 3 4	_____	_____
20.	Identifying needs of groups of children.	1 2 3 4	_____	_____
21.	Participating in group decision-making, Planning, or development.	1 2 3 4	_____	_____
22.	Relating effectively to parents and other members of the community.	1 2 3 4	_____	_____
23.	Coordinating different areas of learning, including the different content areas and special programs.	1 2 3 4	_____	_____
24.	Leading groups in decision-making, planning, or development	1 2 3 4	_____	_____
25.	Matching intended learnings with efficient forms of instruction.	1 2 3 4	_____	_____
26.	Gaining and maintaining student attention to learning.	1 2 3 4	_____	_____

APPENDIX B, Continued

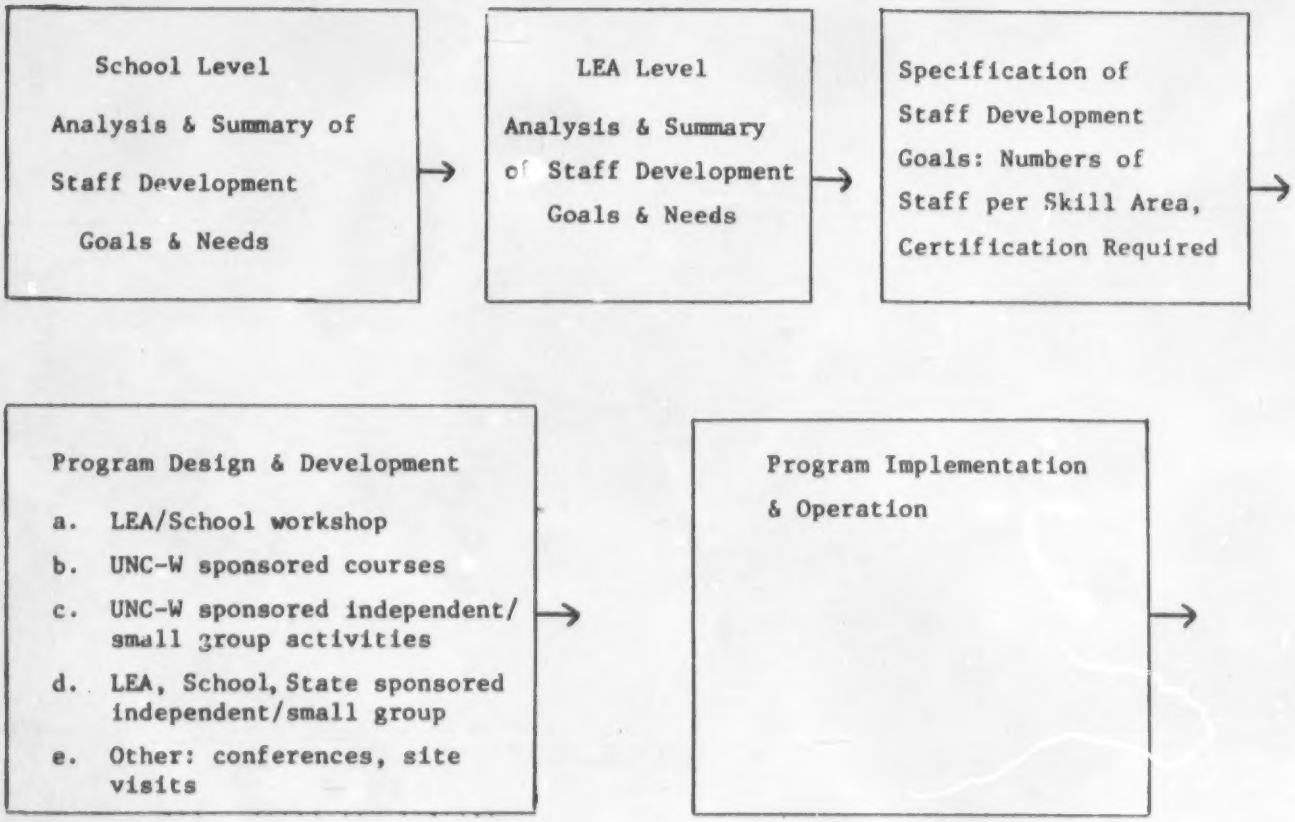
1. Little if any need
2. Slight need
3. Moderate need
4. Great need

Skill or Skill Area	Extent of Need	Top 10	Rank
27. Working with administrators and other decision-makers to secure resources for your instruction.	1 2 3 4	_____	_____
28. Guiding and assisting students in the learning process	1 2 3 4	_____	_____
29. Designing instruction appropriate for diverse student groups.	1 2 3 4	_____	_____
30. Assessing levels and types of student interests and attitudes.	1 2 3 4	_____	_____

In the space that follows, write any other skills or skill areas in which you think you need development or renewal. Write any that you consider important. After you have written the skills or skill areas, indicate the importance of each need to you by writing "more", "about the same," or "less" to indicate more, about the same, or less importance than the ones of the 30 above that you ranked 1 through 5.

APPENDIX C: STAFF DEVELOPMENT PLAN MODEL

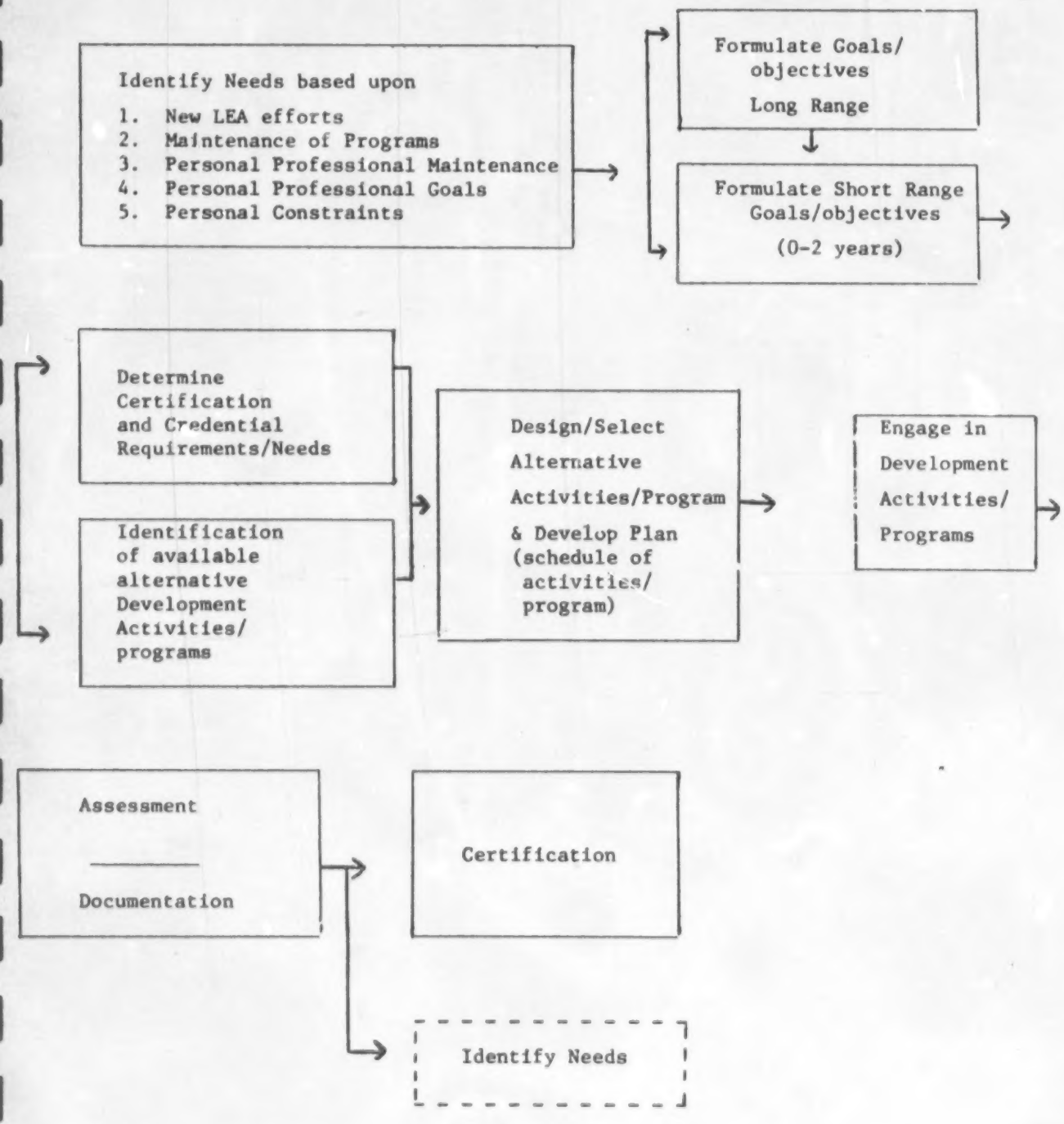
The School System Model:



Developed by Dr. Jerry Klein

APPENDIX C, Continued

The Model for the Individual:



Developed by Dr. Jerry Klein

APPENDIX D: COMMUNITY SURVEY INSTRUMENT: TO DETERMINE PARENTS' CONCERNS REGARDING THEIR CHILDREN'S SCHOOLING

Community Survey

I. Promotion, Placement, and Retention

Would you like to know _____

1. how these policies were developed? Yes No?
2. how COMP relates to these policies? Yes No?
3. how Young America relates to these policies? Yes No?
4. why we use the reporting system we do? Yes No?
5. how all of this is related to the competency test? Yes No?

II. COMP Mathematics Program

Would you like to learn _____

1. what skills are taught at each level of COMP? Yes No?
2. how to use the summary sheets? Yes No?
3. how to help your child progress more rapidly? Yes No?

III. Young America - Reading Program

Would you like to learn _____

1. what skills and vocabulary are taught at each level? Yes No?
2. how to help your child progress more rapidly in reading? Yes No?

IV. Communication

Do you want to improve your skills in communicating with _____

1. your child about _____
   a. COMP? Yes No?
   b. Young America? Yes No?
   c. school pressures? Yes No?
   d. personal problems? Yes No?

2. Teachers and/or principal?
   a. your child's academic progress? Yes No?
   b. your child's emotional and social development? Yes No?
   c. your child's behavior at school? Yes No?
   d. school policies, behavior expectations, and methods of punishment? Yes No?

V. School District

Would you like to understand _____

1. how the school budget is prepared? Yes No?
2. how the money is spent? Yes No?
3. why new facilities are needed? Yes No?
4. what the functions of the school advisory councils are? Yes No?
5. how to go through appropriate channels to solve problems you may have with the schools? Yes No?
6. how school personnel are chosen? Yes No?

VI. Special Programs

Would you like to better understand _____

1. the gifted and talented program? Yes No?
2. the programs for mentally handicapped? Yes No?
3. the learning disabilities program? Yes No?
4. the ESEA Title I Reading Lab? Yes No?
5. the Primary Reading Program? Yes No?
6. the role of the speech clinician? Yes No?
7. math labs? Yes No?
8. the need for volunteers in the schools? Yes No?
9. how the school lunch program works? Yes No?